

Our Lady and St Patrick's College, Knock



Policy for Centre Determined Grades, Summer 2021

Policy Details

Legal Status	Adopted by the Board of Governors	Issued to Staff	Responsible
Non-Statutory	18 th March 2021	22 nd March 2021	Miss McLaughlin

Associated/Related Centre Documents and Location

- GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements - Process for Heads of Centre (CCEA)
- GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements: Technical Questions and Answers (CCEA)
- JCQ Guidance on the Determination of Grades for A/AS Levels and GCSEs for Summer 2021 (JCQ)
- Adjustments for Candidates with Disabilities and Learning Difficulties (JCQ)
- A Guide to the Special Consideration Process, with effect from 1 September 2020 (JCQ)
- Suspected Malpractice: Policies and Procedures (JCQ)
- Assessment, Recording and Reporting Policy (OLSPCK)
- Guidance on the Quality Assurance of Centre Determined Grades (OLSPCK)
- Internal Appeals Procedure 2021
- Complaints Procedure (OLSPCK)

Relevant documents are available on the CCEA/JCQ websites or from the College on request.

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1. Statement of Intent

The purpose of this Policy for Centre Determined Grades, Summer 2021 for Our Lady and St Patrick's College, Knock (the centre) is:

- to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- to ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted; and
- to ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Policy for Centre Determined Grades, Summer 2021 will be in line with CCEA Alternative Arrangements – Process for Heads of Centre, subject-specific guidance and other CCEA/JCQ guidance and information issued in relation to Summer 2021. All staff involved in Centre Determined Grades will support the implementation of alternative arrangements as set out by CCEA/JCQ, including the CCEA/JCQ review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

References to centre and Head of Centre in this document are in line with JCQ examination centre terminology.

2. Process Overview

There is a five step process for the Summer 2021 awarding arrangements as outlined in the CCEA Alternative Arrangements – Process for Heads of Centre. Internal deadlines relating to the steps of the process are provided in Appendix 1 (Page 10). The centre will follow the Example of Approach for Assigning Centre Determined Grades in Appendix 2 (Page 11). This process is also used by the College for Ofqual or Qualification Wales regulated qualifications, provided by AQA, OCR or WJEC. In accordance with JCQ guidance, it is not necessary to complete a separate Centre Policy for Ofqual or Qualification Wales regulated qualifications. The Centre Policy submitted to CCEA is acceptable.

3. Roles and Responsibilities

The roles and responsibilities of staff and the Board of Governors of Our Lady and St Patrick's College, Knock are outlined below:

The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre (Principal)** has overall responsibility for Our Lady and St Patrick's College, Knock as an examinations centre and will ensure the roles and responsibilities of all staff are defined.

The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process as set out by CCEA/JCQ.

The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

The **Senior Leadership Team (SLT)** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades.

They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, members of the Senior Leadership Team or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training (Mr McCormick and Miss McLaughlin) will act as Lead Assessors in their centre and disseminate the content of the programme in a variety of formats to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. She must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that she knows, understands and can use the CCEA Centre Manager Applications. She will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published dates for Summer 2021.

The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre. She is assisted by two **Assistant Examination Officers**.

The **Learning Support Coordinator** oversees access arrangements or reasonable adjustments for candidates.

Heads of Department (Coordinator) are responsible for supporting departmental staff, ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting and store all candidate records and examples of evidence securely.

Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers and recently appointed Heads of Department.

Teachers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. Centres must ensure records are kept similar to the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and members of the Senior Leadership Team as required. They must securely store and be able to retrieve evidence to support their decisions. Final Candidate Assessment Records and examples of evidence must be handed to the Head of Department for secure storage. The Candidate Assessment Records will be required for the candidates sampled by CCEA.

The knowledge, expertise and professionalism of the staff of Our Lady and St Patrick's College, Knock is central to determining Centre Determined Grades.

4. Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided. Our Lady and St Patrick's College, Knock will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk. The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. Mr McCormick (Vice Principal) should be notified if no one from a department has been able to attend support meetings and he will consider how this is addressed.

5. Appropriate Evidence

Our Lady and St Patrick's College, Knock will use the candidate's performance in Assessment Evidence (see Appendices 6-8), as well as grade descriptors and holistic judgements, to generate Centre Determined Grades for the awarding bodies. The selection of evidence for each subject at each level is at the discretion of Our Lady and St Patrick's College, Knock and is outlined in Appendices 6-8 (Page 15-17). The weighting of Assessment Evidence, where relevant, is also at the discretion of the College. Should these key pieces of evidence not be available due to student absence, our contingency arrangements will be another assessment or assessed work undertaken by the candidate.

The list below indicates the key evidence that will be considered by various subjects in the centre overall. Appendices 6-8 (Page 15-17) outline the Assessment Evidence for each subject at GCSE, AS and A Level.

- CCEA assessment resources for 2021;
- past papers from examination boards;
- mock examinations, which relate to the specification;
- year group assessments, which relate to the specification;
- coursework, controlled assessments or other assessments, even where not completed – if applicable to the subject;
- class tests;
- record of the student's performance throughout his/her course of study;
- work completed during remote learning.

If a student indicates that he/she wants to take an Assessment Resource, the College will facilitate this request provided that the College feels that the subject content has been covered.

Our Lady and St Patrick's College, Knock will base all evidence on the relevant qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre**. The centre has taken into account the information provided by the awarding bodies about unit omissions before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

Our Lady and St Patrick's College, Knock is taking account of disruption that candidates have faced to their learning as a result of COVID-19 in accordance with CCEA/DE guidance. Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the **CCEA Alternative Arrangements – Process for Heads of Centre**.

Candidates will be made aware of the evidence that will be used in determining their grades. Heads of Department/class teachers will provide candidates with the detail of subject-specific evidence included on the Candidate Assessment Record, minus grade information, in advance of the deadlines for the submission of Centre Determined Grades.

6. Centre Determined Grades

Our Lady and St Patrick's College, Knock will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. the candidate's demonstrated knowledge, understanding and skills in regard to the specification content he/she has covered.

To make accurate judgements, teachers must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades;
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at www.ccea.org.uk.

All teachers will complete the Candidate Assessment Record and will forward it to their Head of Department/Coordinator. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

7. Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved. As outlined in the College's Assessment, Recording and Reporting Policy, standardisation is needed to produce consistent marking standards between different teachers in a department. Internal standardisation will take place in departmental meetings under the direction of the Head of Department. Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records should form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

- to match the standards as established and understood in the guidance provided; and
- to bring judgements into line with those of other teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department/Coordinator. He/She should complete the relevant checklist, which will record any adjustments and relevant information.

8. Head of Centre Moderation and Declaration

Our Lady and St Patrick's College, Knock undertakes to have a consistent approach across departments/subjects. The Senior Leadership Team will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.

The moderation exercise will include professional discussions with Heads of Department. The Senior Leadership Team will consider both the subject and centre outcomes based on the evidence available.

The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

9. Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Our Lady and St Patrick's College, Knock will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document [Adjustments for candidates with disabilities and learning difficulties](#), which is available on the JCQ website.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Our Lady and St Patrick's College, Knock will take account of this when making judgements. The centre will record how it has determined any impact of illness or personal circumstances and how this was incorporated into its judgements in the Candidate Assessment Record. Our Lady and St Patrick's College, Knock will ensure consistency in the application of special consideration by following the guidance on Pages 4-7 of the JCQ document [A guide to the special consideration process, with effect from 1 September 2020](#).

Special consideration should not, as with in any year, be applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the centre in the content that will be assessed. (GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements: Technical Questions and Answers (CCEA).

10. Bias and Discrimination

Our Lady and St Patrick's College, Knock will fulfil its duties and responsibilities concerning relevant equality and disability requirements. Mr McCormick (Vice Principal) will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and
- bias in teacher assessments.

To avoid bias and discrimination, all staff involved in Centre Determined Grades will consider that:

- unconscious bias can skew judgements;
- the evidence should be valued for its own merit as an indication of performance and attainment;
- Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- unconscious bias is more likely to occur when quick opinions are formed; and
- having effective internal standardisation will help to ensure that there is consideration from different perspectives.

11. Recording Decisions and Retention of Evidence and Data

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network. All staff are expected to comply with the College's eSafety and Digital Technology Policy and the associated Appendix 1: Acceptable Use of Digital Technology - Staff.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation, the CCEA Review of Evidence and Award Process and potential appeals.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades.

The following documentation must be fully and accurately completed and retained securely:

- Candidate Assessment Records;
- Head of Department Checklists and Departmental Assessment Evidence Grids; and
- Head of Centre Declaration.

12. Confidentiality

Our Lady and St Patrick's College, Knock will not disclose any candidate's Centre Determined Grades for CCEA, AQA, OCR or WJEC qualifications prior to the publication of results day in August. This is in keeping with the centre's GDPR policy and CCEA requirements.

13. Malpractice/Maladministration

Our Lady and St Patrick's College, Knock will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or his/her parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception;
- improper assistance to a candidate;
- failure to appropriately authenticate a candidate's work;
- over-direction of candidates in preparation for assessments;
- the centre submitting grades not supported by evidence or that they know to be inaccurate;
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series;
- failure to engage as requested with CCEA during the review stage of the process; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

The consequences of malpractice or maladministration are as published in the JCQ guidance [Suspected Malpractice: Policies and Procedures](#), which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

14. Private Candidates

For subjects where entries have been made for private candidates, Our Lady and St Patrick's College, Knock will ensure that it has sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate should be made with the same approach as for all other candidates at Our Lady and St Patrick's College, Knock.

15. Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components.

The Head of Centre will take the appropriate actions to manage any potential conflicts of interest arising with centre staff, following the requirements set out in **CCEA's Alternative Arrangements – Process for Heads of Centre**.

Our Lady and St Patrick's College, Knock will also carefully consider the requirements of its centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

16. Internal Appeals Procedure Relating to Centre Determined Grades

A written Internal Appeals Procedure 2021 is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Our Lady and St Patrick's College, Knock's Internal Appeals Procedure 2021 will be available for staff, candidates and parents on the College website at www.knock.co.uk. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the Internal Appeals Procedure 2021 are time bound and in line with CCEA/JCQ requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

17. Requirements as a JCQ Registered Centre

Our Lady and St Patrick's College, Knock has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#) to ensure appropriateness for the unique context of Summer 2021 qualifications.

18. Centre Policy Portability between UK Jurisdictions

This section outlines the College's approach to the grades determined by this centre for Ofqual or Qualification Wales regulated qualifications, provided by AQA, OCR or WJEC, only where the requirements differ from those in Northern Ireland.

Please note that:

- Learners in Northern Ireland for Ofqual or Qualification Wales regulated qualifications must not be notified of their Centre Determined Grade prior to the publication of results day in August.

19. Associated/Related Centre Documents

Please see Page 1 for a list of Associated/Related Documents and their location. Relevant documents are available on the CCEA/JCQ websites or from the College on request.

Signed: **Mr Leo O'Reilly**
(Chairperson of Board of Governors)

Date: **18th March 2021**

Signed: **Miss Deborah McLaughlin**
(Principal)

Date: **18th March 2021**

Appendix 1: Five Step Awarding Process

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines	
1	Guidance, Information and Readiness (March, April)	CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	SLT Heads of Dept. Teaching staff	16/03/21 (Staff Training) 30/04/21
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	SLT Heads of Dept. Teaching staff	22/03/21
		Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage.	SLT	22/03/21 (Staff) 23/04/21 (CCEA)
		Preliminary consideration of value of available evidence.	SLT Heads of Dept.	01/04/21
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021.	SLT Heads of Dept. Teaching staff	12/05/21 (AS/A) 18/05/21 (GCSE)
		All other available evidence collated and documented.	SLT Heads of Dept. Teaching staff	12/05/21 (AS/A) 18/05/21 (GCSE)
3	Centre Professional Judgement and Moderation (April, May, June)	All available evidence moderated in line with centre policy.	SLT Heads of Dept. Teaching staff	20/05/21 (AS/A) 03/06/21 (GCSE)
		Any potential bias in Centre Determined Grades and outcomes considered.	Heads of Dept. Teaching staff	20/05/21 (AS/A) 03/06/21 (GCSE)
		Centre Determined Grade outcomes reviewed by senior leadership teams.	SLT	20/05/21 (AS/A) 03/06/21 (GCSE)
		Head of Centre sign-off and submission of Centre Determined Grades.	Head of Centre	21/05/21 (AS/A) 04/06/21 (GCSE)
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed.	CCEA personnel	CCEA deadline
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	CCEA deadline
		Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre CCEA personnel	31/07/21
5	Post-Award Review Service (August/September)	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre CCEA personnel	TBC

Appendix 2: Example of Approach for Assigning Centre Determined Grades

Process	Approach
Internal Policies and Procedures	Develop an overarching procedure which, as far as possible, can be used in all qualifications/departments.
	Based on CCEA guidance to ensure consistency with other centres.
Selection of Assessment Resources	Each department discusses which assessment(s) are most appropriate for assessing the level of performance of their students in line with centre policy, taking into account disruption caused by the COVID-19 pandemic.
	Confirm arrangements , i.e. time(s) for assessment(s) to be completed under high control conditions – ensure any access arrangements can be met, for example, availability of modified papers.
	Departments/Teachers review chosen assessment(s) and mark schemes to ensure a common understanding of the application of the mark scheme.
	If more than one teacher is marking, then an internal standardisation exercise is conducted on a number of scripts to ensure consistency and accuracy of marking.
Evidence to Inform Centre Determined Grades	Each department compiles a list of evidence to be considered in decision-making in line with centre policy; this must be recorded in the Departmental Assessment Evidence Grid (Appendix 4).
	Departmental evidence lists reviewed at a senior level to ensure fairness and equality across subjects.
Bias and Discrimination	Checks in place to ensure all centre assessed grading processes have been free from bias and discrimination – checked at and across subjects and departments.
	Ensure any private candidates and transferred or consortium taught students have been treated fairly.
	Ensure no student is advantaged or disadvantaged through a conflict of interest .
Ensuring Fairness to All Students	Confirm that all access arrangements are in place for students, if required.
	Consideration given to factors that may have affected student performance which, in a normal series, may have resulted in a Special Consideration request.
Internal Quality Assurance	Where a qualification has more than one teacher/class, the Head of Department reviews evidence and outcomes .
	SLT reviews outcomes prior to Head of Centre sign-off .
	Individual student profiles reviewed to identify and investigate anomalies – for example, a student who has a grade A profile across almost all subjects but one grade E.

Appendix 3: Head of Department Checklist

for HoD to complete

This must be completed for the overall cohort, **one for each subject at each qualification level.**

Centre Name:	Our Lady and St Patrick's College, Knock
Centre Number:	71526
Specification Title/Code:	
Level:	

The Head of Department must complete the following checklist before submitting Centre Determined Grades for internal centre moderation.

Checklist	Y/N
1. Candidates' grades have been determined using the evidence identified . If requested by CCEA, the Candidate Assessment Record and evidence will be completed and provided for review.	
2. The evidence has been authenticated as the candidates' own work .	
3. Internal standardisation has been completed in line with the School Assessment, Recording and Reporting and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	
4. Consideration has been given to ensure that judgements are fair , free from bias and compatible with legislative requirements in respect of equality and discrimination.	
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance , and this has been documented. (Refer to Special Consideration spreadsheet : e.g. a 2% tariff).	
7. Subject cohort outcomes have been compared with those of previous years , and any significant changes can be justified with evidence. [Refer to historical performance data (2017 – 2019) in CDGs folder in Staff (T:) Drive]	
8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.)	
Provide detail and justification where you have indicated 'N' to any of the above:	
Head of Department signature:	Date:
Subject Teacher signature:	Date:

Appendix 4: XXXXXXXXXXXX Departmental Assessment Evidence Grid **for HoD to complete**

A Departmental Assessment Evidence Grid must be completed by the Head of Department for the overall cohort, **one for each subject at each qualification level**. It must be completed for subjects requested for review by CCEA. Please detail the assessments used for the subject cohort (for example, CCEA assessment resource, mock examination, controlled assessment).

Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of **levels of control** is provided in Appendix 5.

AS-level / A-level / GCSE			Assessment 1	Assessment 2	Assessment 3	Assessment 4
Type of Assessment						
Level of Control (H, M, L)						
Unit 1	AO1	Y/N				
	AO2	Y/N				
	AO3	Y/N				
	AO4	Y/N				
	AO5	Y/N				
Unit 2	AO1	Y/N				
	AO2	Y/N				
	AO3	Y/N				
	AO4	Y/N				
	AO5	Y/N				
Unit 3	AO1	Y/N				
	AO2	Y/N				
	AO3	Y/N				
	AO4	Y/N				
	AO5	Y/N				
If an Assessment Objective has been omitted at cohort level and/or further adaptations have been made, please outline the reasons why:						
Head of Department:						
Signature:						Date:

Appendix 5: Levels of Control

Levels of control for the conditions students have completed assessments that are internally marked in school are defined as **High, Medium and Limited**. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• all students are within direct sight of the teacher/supervisor throughout the session(s);• display materials which might provide assistance are removed or covered;• there is no access to email, the internet or mobile phones;• students complete their work independently;• interaction with other students does not occur; and• no assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none">• there is sufficient evidence to ensure that the individual work can be authenticated; and• the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

Appendix 6: Assessment Evidence Used - GCSE Level

Summer 2021	Type of Assessment - CCEA					
Department	Assessment 1		Assessment 2		Assessment 3	
Art	Controlled Assessment (Component 1 - Part A)		Controlled Assessment (Component 1 - Part B)		N/A	
Biology	Mock Examination		Year 12 Assessment (April)		CCEA Assessment Resource	
Business Studies	Mock Examination		Year 12 Assessment (March)		CCEA Assessment Resource	
Chemistry	Mock Examination		Year 12 Assessment (March)		Year 12 Assessment (April)	
Digital Technology	Mock Examination		Controlled Assessment		CCEA Assessment Resource	
Drama	CCEA Assessment Resource		Component 3 Performance		Year 12 Assessment (March)	
English Language	Controlled Assessment Task 2		Year 12 Assessments (Oct/Mar)		CCEA Assessment Resource	
English Literature	Year 12 Assessment (November) Study of Poetry		Year 12 Assessment (March) Study of Poetry		Year 12 Assessment (May) Study of Drama	
French	Mock Examination		CCEA Assessment Resource		CCEA Assessment Resource	
Further Mathematics	Mock Examination		Year 12 Assessment (March)		CCEA Assessment Resource	
Geography	Year 12 Assessment (October)		Mock Examination		CCEA Assessment Resource	
Gaeilge	Mock Examination		CCEA Assessment Resource		CCEA Assessment Resource	
German	Mock Examination		CCEA Assessment Resource		CCEA Assessment Resource	
History	Year 12 Assessment (October)		Mock Examination		CCEA Assessment Resource	
Food and Nutrition	Mock Examination		Controlled Assessment		CCEA Assessment Resource	
Irish	Mock Examination		CCEA Assessment Resource		CCEA Assessment Resource	
Journalism	Controlled Assessment		Controlled Assessment		Year 12 Assessment (April)	
Learning for Life and Work	Year 12 Assessment (October)		Mock Examination		CCEA Assessment Resource	
Mathematics	Assessment (November) (Year 11) OR Mock Examination (Year 12)		Year 11/12 Assessment (March) Year 11 Fast Track and Year 12 GCSE		Year 11/12 Assessment (April) Year 11 Fast Track and Year 12 GCSE	
Music	Performance		Mock Examination		Composition	
Physics	Year 12 Assessment (October)		Mock Examination		Year 12 Assessment (March)	
Religious Studies	Controlled Assessment (Nov)		Year 12 Assessment (March) (Bioethics)		CCEA Assessment Resource	
Spanish	Mock Examination		CCEA Assessment Resource		CCEA Assessment Resource	
Science Double Award	Mock Examination Biology/Chemistry/Physics		Year 12 Assessments (Mar/April) Biology/Chemistry/Physics		N/A	
Technology & Design	Controlled Assessment		Year 12 Assessment (April)		CCEA Assessment Resource	
Summer 2021	Type of Assessment – AQA/OCR					
Department	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
Computer Science (OCR)	Year 12 Assessment (October)	Mock Examination	Year 12 Assessment (April)	N/A	N/A	N/A
Physical Education (AQA)	Year 12 Assessment (October)	Mock Examination	Year 12 Assessment Paper 1 (April)	Year 12 Assessment Paper 2 (April)	E and A Coursework	Practical

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If a student indicates that he/she wants to take an Assessment Resource, the College will facilitate this request provided that the College feels that the subject content has been covered.

Appendix 7: Assessment Evidence Used - AS Level

Summer 2021	Type of Assessment - CCEA				
Department	Assessment 1	Assessment 2	Assessment 3		
Art	Controlled Assessment (AS1)	N/A	N/A		
Biology	Year 13 Assessments (October/November)	CCEA Assessment Resource (AS1)	CCEA Assessment Resource (AS2)		
Business Studies	Year 13 Assessment (November)	Year 13 Assessment (March)	CCEA Assessment Resource		
Chemistry	Year 13 Assessment (December)	Year 13 Assessment AS1 (April)	Year 13 Assessment AS2 (April)		
Digital Technology	Year 13 Assessment (November)	Mock Examination	CCEA Assessment Resource		
Economics	Year 13 Assessment (November)	CCEA Assessment Resource (AS1)	CCEA Assessment Resource (AS2)		
English Literature	Year 13 Assessments 1 & 2 (Oct-Dec) Study of Poetry	Year 13 Assessments 1 & 2 (Dec-Mar) Study of Prose	Year 13 Assessment (April) Study of Prose		
French	Year 13 Assessment (April)	Speaking Examination	CCEA Assessment Resource (AS2)		
Further Mathematics	Year 13 Assessment (November)	Year 13 Assessment (March)	CCEA Assessment Resource		
Geography	Year 13 Assessments (October/November)	CCEA Assessment Resource	Year 13 Assessment (April)		
German (Grosvenor GS)	Mock Examination	Topic Tests	Year 13 Assessments (April)		
Government & Politics	Year 13 Assessment (November)	Year 13 Assessment (March)	CCEA Assessment Resource		
History	Year 13 Assessment (October)	Year 13 Assessment (April)	Unit 2 Assessment (13A only) OR CCEA Assessment Resource (13C/D)		
Irish (Aquinas)	Speaking Examination	Year 13 Assessment (AS2) (March)	CCEA Assessment Resource (AS1/AS2) (April)		
Mathematics	Year 13 Assessment (November)	Year 13 Assessment (March)	Year 13 Assessment (April)		
Moving Image Art (Aquinas)	Coursework: Stage 1 Research Analysis Essay	Coursework: Stage 2 Pre-Production Materials	Coursework: Stage 3 PDO Director's Notebook		
Music	Performance	Year 13 Assessment (April) Paper 2	Year 13 Assessment (April) Paper 1		
Nutrition & Food Science	Year 13 Assessment (October)	Year 13 Assessment (March)	CCEA Assessment Resource		
Physics	Year 13 Assessments (November/December)	CCEA Assessment Resource (AS2)	CCEA Assessment Resource (AS1)		
Religious Studies	Year 13 Assessment (March) (Unit 7)	Year 13 Assessment (April) (Unit 7)	CCEA Assessment Resource (Unit 1) OR Year 13 Assessment (Unit 5)		
Spanish	Year 13 Assessments (Term 1) Grammar	CCEA Assessment Resource (AS2)	Speaking Examination		
Technology & Design	Controlled Assessment	Year 13 Assessment (April)	CCEA Assessment Resource		
Summer 2021	Type of Assessment - WJEC				
Department	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
Computer Science (WJEC)	Year 13 Assessment (October)	Mock Examination	Year 13 Assessment (April)	N/A	N/A
Drama (WJEC)	Past Paper Unit 2 (May 2018)	NEA: Performance + Written Perf. Log	N/A	N/A	N/A
Physical Education (WJEC)	Year 13 Assessment (October)	Year 13 Assessment (December)	Year 13 Assessment (April)	PPP Coursework	Practical
Sociology (WJEC)	Year 13 Assessment (September)	Year 13 Assessment (November)	Year 13 Assessment (March)	Year 13 Assessment (April)	N/A

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Appendix 8: Assessment Evidence Used - A Level

Summer 2021	Type of Assessment - CCEA				
Department	Assessment 1	Assessment 2	Assessment 3		
Art	Controlled Assessment (A21 Practical Investigation)	Controlled Assessment (A21 Written Investigation)	N/A		
Biology	Mock Examination	Year 14 Assessment (April)	CCEA Assessment Resource		
Business Studies	Mock Examination	Year 14 Assessment (March)	CCEA Assessment Resource		
Chemistry	Mock Examination	Year 14 Assessment A21 (April)	Year 14 Assessment A21 (April)		
Digital Technology	Year 14 Assessment (October)	Mock Examination	CCEA Assessment Resource		
Economics	Mock Examination	CCEA Assessment Resource (A21)	CCEA Assessment Resource (A22)		
English Literature	Year 14 Assessment (April) Study of Shakespeare	Year 14 Assessment (April) Study of Pre-1900 Poetry	CCEA Assessment Resource (A22B)		
French	Speaking Examination	CCEA Assessment Resource (A22)	Year 14 Assessment A23 (April)		
Further Mathematics	Mock Examination	CCEA Assessment Resource	Year 14 Assessment (April)		
Geography	Year 14 Assessment (October)	Mock Examination	CCEA Assessment Resource		
Government & Politics	Mock Examination	Year 14 Assessment (March)	CCEA Assessment Resource		
History	Mock Examination	Year 14 Assessment (April)	CCEA Assessment Resource		
Mathematics	Year 14 Assessment (October)	Mock Examination	Year 14 Assessment (April)		
Music	Performance	Mock Examination	Past Paper/CCEA Assessment Resource (April)		
Nutrition & Food Science	Mock Examination	Research Based Assignment	CCEA Assessment Resource		
Physics	Mock Examination	CCEA Assessment Resource (A22)	Year 14 Assessment (April)		
Religious Studies	Mock Examination (Unit 1)	CCEA Assessment Resource (Unit 1)	CCEA Assessment Resource (Unit 5) OR Year 14 Assessment (Unit 7)		
Spanish	Mock Examination	CCEA Assessment Resource (A22)	Speaking Examination		
Technology & Design	Controlled Assessment	Mock Examination	CCEA Assessment Resource		
Summer 2021	Type of Assessment - WJEC				
Department	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
Computer Science (WJEC)	Mock Examination	Coursework	Year 14 Assessment (April)	N/A	N/A
Drama (WJEC)	Past Paper Unit 4 (June 2018)	NEA: Performance + Written Perf. Log	Unit 4 (Modified SAM)	N/A	N/A
Physical Education (WJEC)	Year 14 Assessment (October)	Mock Examination	Year 14 Assessment (April)	IR Coursework	Practical
Sociology (WJEC)	Year 14 Assessment (September)	Mock Examination	Year 14 Assessment 1 (April)	Year 14 Assessment 2 (April)	N/A

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